

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: VINELAND PUBLIC SCHOOLS	School: Dr. John H. Winslow School
Chief School Administrator: DR. MARY GRUCCIO	Address: 1335 Magnolia Road, Vineland, NJ 08361
Chief School Administrator's E-mail: mgruccio@vineland.org	Grade Levels: Kindergarten through Fifth
Title I Contact: Dr. JoAnne Negrin	Principal: Debra Quinn (Bechtel)
Title I Contact E-mail: jnegrin@vineland.org	Principal's E-mail: dbechtel@vineland.org
Title I Contact Phone Number: 856-794-6700 x 2030	Principal's Phone Number: 856-794-6973 X 3765

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

☐ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Debra Quinn Bechtel
Principal's Name (Print)

Principal's Signature

5/2015
Date

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Critical Overview Elements

- The School held _____3_____ (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ 6,068,977 , which comprised 97.93 % of the school's budget in 2014-2015.
- State/local funds to support the school will be \$ 6,322,9900 , which will comprise 98.57 % of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Read Across America Literacy Activities & Events	#1-2	Literacy Awareness		\$4,200
Subs for Children's Literacy Initiative and Literacy Professional Development	#1-2	CLI/CAFÉ/Reader's & Writer's Workshop		\$4,800
Parent Communication Tools Agendas/ Parent handbook	#1-3	Parent Involvement Communication Tools/Social Media		\$8,740
Basic Skills/Read180	#1-3	Basic Skills in Literacy and mathematics		\$4,000

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

***Add lines as necessary.**

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Debra Bechtel	Administration/Principal	X	X	X	
Kristina Craig	Administration/Assistant Principal	X	X	X	
Danielle Bellusci	PTA Parent	X	X	X	
Tara Piccione	Classroom Teacher 3 rd grade	X	X		
Melissa Megines	Classroom Teacher 4 th grade	X	X		
Nicole Corsey	Classroom Teacher 1 st grade	X	X	X	
Kari Jordan	Parent	X	X		
Thomas Guzzi	Classroom Teacher 5 th grade	X	X	X	
Tierney Callahan	Classroom Teacher Kindergarten	X	X		
Lori DeMatte	Media Specialist	X	X		
Tammy D'Augustine	Special Education Teacher	X	X	X	
Olga Sieri	Parent	X	X		
Dawn Yacovelli	Guidance Counselor	X	X	X	
Karen Gillespie	Basic Skills Teacher	X	X	X	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

Stakeholder/Schoolwide Committee Meetings

Purpose:

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
5/8/15	Winslow School	Comprehensive Needs Assessment	X		X	
6/24/15	Winslow School	Schoolwide Plan Development	X			X
9/30/15	Winslow School	Program Evaluation	X			X

**Add rows as necessary.*

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

School's Mission







A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?

Dr. John H. School, in partnership with our families and the community, will provide a positive and successful education for our students. We will encourage our students to achieve their personal best, offer opportunities to become respectful, responsible, and caring students, and embrace lifelong learning in a safe and caring environment.

At Winslow School, we believe:

-  All children can learn.
-  All children benefit from developmentally appropriate practices and strategies.
-  All children deserve a high quality education that meets and supports individual needs.
-  Differentiated instruction for all students.
-  Character traits, such as respect, responsibility, and caring, deserve the same attention as academic skills.
-  Children learn best in a safe, caring environment that values collaboration, diversity, and respect.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *

(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned?

Yes, the plan was implemented with fidelity.

2. What were the strengths of the implementation process? All stakeholders implemented the plan to the best of their ability and worked harmoniously together to ensure its success.

3. What implementation challenges and barriers did the school encounter? In 2013-2014 we began transitioning from Harcourt Trophies to Harcourt Journeys series in Grades 2- 4. This transition presented some challenges initially but it aligned closely with the CCSS and is expected to lead to an increase in reading proficiency on standardized tests. In 2014-15 we expanded to Grade 1 and continue to add in Kindergarten this year and into 2015-16.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? Strengths-We involved all stakeholders in the program implementation process. This was a key focus during PLC meetings, faculty meetings, and grade level meetings. Weakness-We did not achieve as much student growth in grades 3 and 4 as we would have liked. We faced many

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

scheduling challenges. Our hope is as teachers become more familiar with the new curriculum it will be implemented more effectively.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? The plan was developed in conjunction with representatives from all stakeholder groups. This ensured that the input from all stakeholders would be fairly represented. The plan was presented at the opening day meeting and any questions or concerns were immediately addressed. The plan was discussed with parents at the initial PTA meeting and they were encouraged to reach out to the school administrators about their individual concerns. We held grade level staff meetings as well as a Parent meeting at Back to School Night and another meeting was held this April and we have planned meetings for the Fall for all grade levels.
6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions? Staff surveys were used to get perception data. Staff members were committed to the plan and worked with all stakeholders to ensure the plan was as effective as possible. Staff perceptions were determined through interviews and surveys and vertical team meetings. At the end of each staff meeting we take reflective data. Issues are address where needed and mostly on a grade level or individual basis.
7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions? Community members appreciated the efforts made to increase student achievement. Their perceptions were determined through interviews, surveys, and comments in response to events. Exit poll style data was taken after events and informational meetings.
8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)? Interventions were provided in small, instructionally appropriate groups. One-on-one interventions were provided as necessary. Guidance worked with our most

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

challenging students to tutor and assist 1:1 and where needed with behavior plans. The School's I & RS Team developed plans with parent involvement to address both academic and behavior needs. Teachers determine the level of need as found in the I & RS paperwork. Case managers were assigned to each student that is presented to the I & RS Team.

9. How did the school structure the interventions? A 3-Tier structure was utilized in order to determine the interventions provided to students. In Tier 1, the classroom teacher provided additional support through Successmaker and appropriately leveled assignments. In Tier 2, a Basic Skills teacher provided additional reading or math instruction to supplement the classroom instruction. In Tier 3, a Basic Skills teacher provided replacement reading or math instruction in an effort to help students learn skills that they were struggling with. This year we will implement an intensive push-in with our Basic Skills Teachers for grades 1-3 with pull out for grades 4 & 5. Going forward we will continue the push in model as data shows it is most effective.
10. How frequently did students receive instructional interventions? All basic skills students in grades 1-3 received instructional interventions 5 days per week for 30 minutes in addition to their regular classroom lesson. Students received reading and math and were seen daily for 30-90 minutes sessions in grade 4 and 5 Read 180. Basic skills math groups were taken 3 times a week in grades 4-5.
11. What technologies did the school use to support the program? SMART Boards are available for use in most classrooms and utilized in small group instruction with the Basic Skills teachers. Students have access to programs such as google classroom Read180, Edmodo, and KidBiz that provide individualized instruction based on the student's level. Students go to the computer lab to work on PCs for projects and research based activities. We purchased two Chromebook carts with 50 total Chromebooks to be used for grades 3-5. Teachers are able to monitor student progress through the use of many of these programs. Ipads and mobile devices were used with our lower grades K-2 to engage and motivate students. Our plan is to purchase 3 more Chromebook carts in 2015-16.
12. Did the technology contribute to the success of the program and, if so, how? Yes. Students worked on their individual levels and teachers were able to monitor their progress through the use of the above programs. Unfortunately we are limited in the number

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

of Chromebooks but they are shared on a rotating schedule with all 3-5 grade classrooms. SmartBoard interactive ability seemed to motivate our more reluctant students while engaging them in the small group instruction.

**Provide a separate response for each question.*

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	39	NA	Basic Skills small group instruction – provides supplemental instruction to identified students. (Read180) provides replacement instruction to identified students. Differentiated Instruction – Classroom teachers are trained in DI. Students work in guided reading groups at their instructional level. Flexible grouping is also utilized. KidBiz utilized as added support programs.	Increase in students not meeting grade level targets; Larger class sizes; less support from Basic Skills Teacher as a result of larger population. Loss of 1 Basic Skills teacher to another school with more need, High mobility rate, attendance/truancy issues.
Grade 5	28	NA	See above	See above

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	19	NA	Basic Skills Instruction – provides supplemental instruction to identified students. Differentiated Instruction – Classroom teachers are trained in DI. Students work in groups at their instructional level for projects and instruction.	Increase in students not meeting grade level targets; Larger class sizes; less support from Basic Skills Teacher as a result of larger population. Lack of Successmaker licensing has impacted student growth, high mobility rate, attendance/truancy issues.
Grade 5	11	NA	See above	See above

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance *Non-Tested Grades – Alternative Assessments (Below Level)*

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	NA	NA		
Kindergarten	5	NA	Support in small group by teacher and assistant	Small group instruction as well as 1:1 where needed.
Grade 1	13	NA	SRA, Basic Skills instruction, small group support	Focus on instruction at students' reading level; writer's workshop led to improved scores. Data analysis at grade level PLC meetings led to more targeted instruction
Grade 2	23	NA	SRA, Basic Skills instruction, small group support	Focus on instruction at students' reading level; writer's workshop led to improved scores. Data analysis at grade level PLC meetings led to more targeted instruction

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	NA	NA		
Kindergarten	4	NA	Support in small group by teacher and assistant	More Small group instruction as well as 1:1 where needed. Large class sizes, mobility rate, truancy issues.
Grade 1	6	NA	Basic Skills instruction, small group support. Everyday Math and supplemental VMath in pull-out small group setting in grades 1-5.	Focus on instruction at students' math level. Data analysis at grade level PLC meetings led to more targeted instruction. More Small group instruction needed, large class sizes, mobility rate, truancy issues.
Grade 2	14	NA	Basic Skills instruction, small group support. Everyday Math and supplemental VMath in pull-out small group setting in grades 1-5.	Focus on instruction at students' math level. Data analysis at grade level PLC meetings led to more targeted instruction. More Small group instruction needed, large class size, mobility rate, truancy issues.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Basic Skills; CLI, System44/Read180, Reading A-Z, SRA, Harcourt Trophies, Harcourt Journeys, LEADS, KidBiz, small group and flex groups.	Yes, in most cases	Initial and Final Tests; Benchmarks; PARCC; KTEA, APA, DLM	A majority of students made 1 years progress toward grade level targets. Several students made minimal progress. All students made progress toward IEP goals.
Math	Students with Disabilities	Everyday Math; Basic skills small groups, V-Math	Yes	PARCC; KTEA, APA, DLM	A majority of students made 1 years progress toward grade level targets. Several students made minimal progress. Students made progress toward IEP goals.
ELA	Homeless	Basic Skills; Read180, Reading A-Z, Harcourt Trophies, Harcourt Journeys, LEADS, KidBiz, small group and flex groups.	Yes	Initial and Final Tests; Benchmarks, unit tests and PARCC	A majority of students made 1 years progress toward grade level targets. Teachers are currently working on end of year data for 2014-15.
Math	Homeless	Basic Skills; Read180, Everyday Math, V-Math, KidBiz, small group and flex groups.	Yes	Initial and Final Tests; Benchmarks, unit tests and PARCC	A majority of students made 1 years progress toward grade level targets. Teachers are currently working on end of year data for 2014-15.
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	Small group instruction with ESL teacher, classroom differentiation, Journeys Reading program, Basic Skills	Yes	Initial and Final Tests, ACCESS Testing, WIDA, PARCC	Data is currently being gathered and will be evaluated by June. We have had a change in teaching staff 3xs this year.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		instruction, LEADS, PLCs			
Math	ELLs	Small group instruction, LEADS, PLCs, differentiation with ESL teacher, classroom differentiation	Yes	Initial and Final Tests, ACCESS Testing, WIDA, PARCC	Data is currently being gathered and will be evaluated by June. We have had inconsistent teaching staff this year.
ELA	Economically Disadvantaged	Journeys Reading program, Basic Skills instruction, LEADS, PLCs, differentiation			
Math	Economically Disadvantaged	Everyday Math, pinpoint math program, Basic Skills instruction small group, differentiation.			
ELA					
Math					

Extended Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	ESY for self contained Autistic students	Yes	IEP goals and objectives were met.	98% of students meet the IEP goals and objectives.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Students with Disabilities	ESY for self contained Autistic students	Yes	IEP goals and objectives were met.	98% of students meet the IEP goals and objectives.
ELA	Homeless	Due to budget constraints there is no ESY interventions available.			
Math	Homeless	Due to budget constraints there is no ESY interventions available.			
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	Due to budget constraints there is no ESY interventions available.			
Math	ELLs	Due to budget constraints there is no ESY interventions available.			
ELA	Economically Disadvantaged	Due to budget constraints there is no ESY interventions available.			
Math	Economically Disadvantaged	Due to budget constraints there is no ESY interventions available.			

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Behavior specialist, PD training in VB-Mapp, ABA training, Handle with care training, ITT, Technology enhancements training	Yes	Data collected daily, ABC, anecdotal notes, walkthrough data, observation documentation	Data is still being collected for 2014-15. Instructional practices have been effective as demonstrated by Danielson rubric model.
Math	Students with Disabilities	Behavior specialist, PD training in VB-Mapp, ABA training, Handle with care training, ITT, technology enhancements training.	Yes	Data collected daily, ABC, anecdotal notes, walkthrough data, observation documentation	Data is still being collected for 2014-15. Instructional practices have been effective as demonstrated by Danielson rubric model.
ELA	Homeless	Strategies for assisting with behavior plans, PARCC strategies. PLCs	Yes	Surveys, walk throughs, formal observations.	Data is still being collected for 2014-15. Instructional practices have been effective as demonstrated by Danielson rubric model.
Math	Homeless	Strategies for assisting with behavior plans, PARCC strategies. PLCs	Yes	Surveys, walk throughs, formal observations.	Data is still being collected for 2014-15. Instructional practices have been effective as demonstrated by Danielson rubric model.
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	Strategies for assisting with behavior plans, PARCC strategies. PLCs	Yes	Surveys, walk throughs, formal observations.	Data is still being collected for 2014-15. Instructional practices have been effective as demonstrated by Danielson rubric model.
Math	ELLs	Strategies for assisting with behavior plans, PARCC	Yes	Surveys, walk throughs, formal observations.	Data is still being collected for 2014-15. Instructional practices have been effective as

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		strategies. PLCs			demonstrated by Danielson rubric model.
ELA	Economically Disadvantaged	Strategies for assisting with behavior plans, PARCC strategies. PLCs	Yes	Surveys, walk throughs, formal observations.	Data is still being collected for 2014-15. Instructional practices have been effective as demonstrated by Danielson rubric model.
Math	Economically Disadvantaged	Strategies for assisting with behavior plans, PARCC strategies. PLCs	Yes	Surveys, walk throughs, formal observations.	Data is still being collected for 2014-15. Instructional practices have been effective as demonstrated by Danielson rubric model.
ELA					
Math					

Family and Community Engagement Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Back to School Night, Read Across America Literacy Night; Family Math and curriculum Nights, PARCC Night for grade 3-5 parents, Window on Winslow Academic and Club Event in September, PTA events, multi cultural Day, Open house, Newsletters, Achievement Night	Yes	Surveys and sign in sheets	Surveys indicate 98% of parents are satisfied with school activities and information provided. 99% indicate they are highly satisfied with communication. Low percentage rate (20%) for academic nights but 85% attend family and activity nights. 90% attend CST meetings, 90% attend parent/teacher conferences.
Math	Students with	Back to School Night, Read Across	Yes	Surveys and sign in sheets	Surveys indicate 98% of parents are satisfied

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

	Disabilities	America Literacy Night; Family Back to School Night, Math and curriculum Nights, PARCC Night for grade 3-5 parents, Window on Winslow Academic and Club Event in September, PTA events, multi cultural Day, Open house, Newsletters, Achievement Night			with school activities and information provided. 99% indicate they are highly satisfied with communication. Low percentage rate (20%) for academic nights but 85% attend family and activity nights. 90% attend CST meetings, 90% attend parent/teacher conferences.
ELA	Homeless	Read Across America Literacy Night; Family Math and curriculum Nights, PARCC Night for grade 3-5 parents, Window on Winslow Academic and Club Event in September, PTA events, multi cultural Day, Open house, Newsletters, Achievement Night	Yes	Surveys and sign in sheets	Surveys indicate 98% of parents are satisfied with school activities and information provided. 99% indicate they are highly satisfied with communication. Low percentage rate (20%) for academic nights but 85% attend family and activity nights.
Math	Homeless	Read Across America Literacy Night; Family Math and curriculum Nights, PARCC Night for grade 3-5 parents, Window on Winslow Academic and Club Event in September, PTA events, multi cultural Day, Open house, Newsletters, Achievement Night	Yes	Surveys and sign in sheets	Surveys indicate 98% of parents are satisfied with school activities and information provided. 99% indicate they are highly satisfied with communication. Low percentage rate (20%) for academic nights but 85% attend family and activity nights.
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	Read Across America Literacy Night; Family Math and curriculum Nights, PARCC Night for grade 3-5 parents, Window on Winslow Academic and Club Event in September, PTA events, multi cultural Day, Open house, Newsletters, Achievement Night	Yes	Surveys and sign in sheets	Surveys indicate 98% of parents are satisfied with school activities and information provided. 99% indicate they are highly satisfied with communication. Low percentage rate (20%) for academic nights but 85% attend family and activity nights.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Math	ELLs	Read Across America Literacy Night; Family Math and curriculum Nights, PARCC Night for grade 3-5 parents, Window on Winslow Academic and Club Event in September, PTA events, Multi cultural Day, Open house, Newsletters, Achievement Night	Yes	Surveys and sign in sheets	Surveys indicate 98% of parents are satisfied with school activities and information provided. 99% indicate they are highly satisfied with communication. Low percentage rate (20%) for academic nights but 85% attend family and activity nights.
ELA	Economically Disadvantaged	Back to School Night, Read Across America Literacy Night; Family Math and curriculum Nights, PARCC Night for grade 3-5 parents, Window on Winslow Academic and Club Event in September, PTA events, multi cultural Day, Open house, Newsletters, Achievement Night		Surveys and sign in sheets	Surveys indicate 98% of parents are satisfied with school activities and information provided. 99% indicate they are highly satisfied with communication. Low percentage rate (20%) for academic nights but 85% attend family and activity nights.
Math	Economically Disadvantaged	Back to School Night, Read Across America Literacy Night; Family Math and curriculum Nights, PARCC Night for grade 3-5 parents, Window on Winslow Academic and Club Event in September, PTA events, Multi cultural Day, Open house, Newsletters, Achievement Night		Surveys and sign in sheets	Surveys indicate 98% of parents are satisfied with school activities and information provided. 99% indicate they are highly satisfied with communication. Low percentage rate (20%) for academic nights but 85% attend family and activity nights.
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

☐ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Principal's Name (Print)

Principal's Signature

Date

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process *Data Collection and Analysis*

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2014-2015

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	PARCC, Terra Nova, Running Records, Alternative Assessments, SRI, APA, District Benchmarks	Teacher SGO data is just coming in this week. All other data is not available at this time.
Academic Achievement - Writing	PARCC, Terra Nova, Running Records, Alternative Assessments, SRI, APA, District Benchmarks	Teacher SGO data is just coming in this week. All other data is not available at this time.
Academic Achievement - Mathematics	PARCC, Terra Nova, Running Records, Alternative Assessments, SRI, APA, District Benchmarks	Teacher SGO data is just coming in this week. All other data is not available at this time.
Family and Community Engagement	Surveys, Sign in sheets, Call out system	Parents report they approve of activities and safety issues. 20% attended academic nights, 75% attend family nights and other activity nights, 5% attend PTA meetings, Monthly newsletters go to 100% of families.
Professional Development	Walk throughs, formal observations, surveys	98% favorable response to PD surveys indicating contributions to PLCs and CLI trainings. Survey reveals more is needed in the Autistic program as far as PD for all staff.
Leadership	Surveys, McRel evaluation tool	Effective rating for administration from 2014 McRel evaluations. 98.5% approve of Winslow's administrative team leadership style and open door policy.
School Climate and Culture	Surveys, parent calls and feedback letters	95% of parents who responded to survey indicate they are pleased with school communication and teacher effectiveness. Student surveys indicate they believe in the school motto and 90% feel safe at school. A school-wide

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		focus on character education and character traits has led to an improved school climate and culture. Students are expected to follow a Code of Conduct that focuses on respect, responsibility, and caring. Student attendance rates average 94% consistently. Administration has targeted students who are frequently late and/or absent with personal phone calls and assistance from the School Social Worker as an intervention to improve specific student's attendance. 98.5% of classroom teachers believe character education is an effective intervention. 100% of classroom teachers believe working in a PLC can lead to an increase in student achievement.
School-Based Youth Services	NA	
Students with Disabilities	PARCC, Terra Nova, Running Records, Alternative Assessments, SRI, APA, District Benchmarks	Teacher SGO data is just coming in this week. All other data is not available at this time. Some CST data indicates IEP goals are being met.
Homeless Students	PARCC, Terra Nova, Running Records, Alternative Assessments, SRI, APA, District Benchmarks	Teacher SGO data is just coming in this week. All other data is not available at this time.
Migrant Students	NA	
English Language Learners	PARCC, Terra Nova, Running Records, Alternative Assessments, SRI, APA, District Benchmarks	Teacher SGO data is just coming in this week. All other data is not available at this time. ACCESS testing results will be in soon.
Economically Disadvantaged	PARCC, Terra Nova, Running Records, Alternative Assessments, SRI, APA, District Benchmarks	Teacher SGO data is just coming in this week. All other data is not available at this time.

2015-2016 Comprehensive Needs Assessment Process* *Narrative*

1. What process did the school use to conduct its Comprehensive Needs Assessment?

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

At School Planning Team meetings, Faculty Meetings, and Professional Learning Community (PLC) meetings, teachers and staff members analyzed and discussed the results of surveys, the cluster analysis of NJ ASK results, and other pertinent school data in order to identify our needs as a school. Discussion about meaningful professional development and instructional priorities were the focus of grade level meetings and Professional Learning Community Meetings held throughout the year. As a result of these discussions and analysis of surveys, Dr. John H. Winslow School decided to continue its focus on Professional Learning Communities as job-embedded professional growth for the 2014-2015 school year. Reader's and Writer's Workshop will remain a priority focus for grades K-3. We have used grade level meetings, vertical team meetings, peer observations, CLI Coaches, PLC meetings and district in-service days to study best practices in implementing Readers' and Writer's Workshop. In addition, we have planned professional development for teachers with the focus on differentiated instruction to improve teaching practices and analyzing student growth of impoverished learners.

2. What process did the school use to collect and compile data for student subgroups?

School staff attended faculty meetings, School Planning Team meetings, grade level meetings, and PLC meetings to collectively examine test scores in order to determine our priority problems and AYP status. Teachers are able to access student data collected on the computer through the use of Successmaker, Scholastic Reading Inventory (SRI), and Fountas and Pinnell Testing. The main purpose of PLC meetings is to collaborate and analyze grade level data. The secondary focus was on CLI lesson studies and differentiated instruction. Data is compiled for each classroom teacher by conducting a cluster analysis for the NJ ASK 3,4,5, Terra Nova, and Otis Lennon tests. In addition, Individual Performance Profiles (IPP) are examined for each student. At grade level and PLC meetings, teachers will continue to analyze each student's progress in the areas of reading, writing, and mathematics through district benchmarks, Running Records, SuccessMaker, end of unit tests, SRI, report card grades, and other appropriate informal assessments.

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?

Dr. John H. Winslow School uses consistent measures provided by the state of New Jersey and the Vineland Public Schools. SuccessMaker and Read 180 are research-based programs that collect valid and reliable data on the computer. The district selects only research-based curriculum aligned with the Common Core State Standards, such as Everyday Math and Harcourt Trophies/Journeys.

4. What did the data analysis reveal regarding classroom instruction?

There has been an increased effort to identify those students working below grade level in language art/literacy and mathematics. Strategies to address at-risk students must be consistent across grade levels. Working in PLCs has helped to address these issues. There has been an increase in teacher participation and student referrals for the Intervention & Referral Services Process. We also saw a reduction in the number of students retained in grades K-3 for three straight years.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Professional development opportunities have focused on assessment strategies, data analysis, research-based teaching strategies and best practices. Teachers and school administrators have met and discussed the student needs. Professional development opportunities were selected based on the observed needs of the students. Outside providers and consultants have been contracted to ensure that teachers are knowledgeable about curriculum and best practices. Dr. John H. Winslow School has been implementing job-embedded PD as teachers collaborate in PLCs. Data analysis has shown PLCs to be effective in increasing student achievement, as teachers work together to use data to drive instruction at grade levels. We have seen increased teacher engagement in PD since implementing the lesson study approach.

6. How does the school identify educationally at-risk students in a timely manner?

The Vineland School District uses a basic skills model to immediately identify at-risk students in reading and math. All students are screened at the beginning and end of the year. Progress monitoring occurs every marking period. The school's basic skills team discusses each student and his/her progress. Adjustments to the students' educational program are then made accordingly. Three times a year teachers meet individually with the administrative team to discuss each child working below grade level and a growth analysis is completed. Annually, teachers evaluate students by carefully completing an Individual Student Performance Profile (ISPP) as one method to identify basic skills students. In addition, district benchmarks, NJ ASK 3-5 results, Terra Nova scores, Otis Lennon results are analyzed prior to the beginning of the school year. The Intervention and Referral Services (I & RS) Team exists to make recommendations on individual students regarding academic and/or behavioral issues and develop plans to assist students to become more successful.

7. How does the school provide effective interventions to educationally at-risk students?

How do Initial screenings using SRI, Fountas & Pinnell, and district assessments are used to identify at-risk students and provide additional instruction to students identified as at-risk. Students are administered frequent benchmarks to monitor progress. The results are analyzed to determine if students are showing growth or are in need of continued supplemental instruction in reading and/or mathematics. The I & RS Team meets on a monthly basis to develop strategies to help referred students succeed academically and/or behaviorally.

8. How does the school address the needs of migrant students?

The academic needs of migrant students are assessed through district initial screenings and progress monitoring. ESL is also provided as supplemental instruction for migrant students.

9. How does the school address the needs of homeless students?

Homeless students are identified through our district's registration process. Students are coded in our record system as homeless. Our school social worker is key in providing effective interventions for our homeless students. Attendance is closely monitored by administration and guidance staff. Support groups are formed and meet during student lunch periods. Counseling is provided where needed by the guidance team. Referrals are made to outside agencies when needed or requested.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

- 10.** How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

Teachers work together in PLCs to decide grade level appropriate assessments. This ensures that classroom assessments are consistent at each grade level. The district has determined, with input from supervisors, administrators, and teachers, that SuccessMaker, Fountas & Pinnell and the Scholastic Reading Inventory provide important data that can be analyzed to improve instructional programs. Various stakeholders, such as supervisors, administration, and teachers, collaborated to select the LEADS program in grade 5, Harcourt Journeys in grade 2- 4 and Harcourt Trophies K-1, and Everyday Math in grades K-5. These programs are research-based and provide meaningful academic assessments.

- 11.** How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?

Preschool students from various providers in the district visit our kindergarten classrooms once a year. Activities are planned and coordinated with our Kindergarten and the preschool teacher. The preschool administrative team holds meetings with parents on transitioning. Our school holds an open house for all new students but it is especially geared to our new Kindergarten population. Special education parents and their students have visitations in May and June to prepare for the transition, meet the teacher and visit the new classroom. This year we are implementing a similar model for our 5th graders transitioning to middle school. There will be a visitation day at Rossi Middle School and programs will introduce our students to the expectations of middle school academics, schedules and other programs. Our Special Education students will continue to visit the middle schools that house the programs they will participate in.

- 12.** How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?

We have not yet determined 2015-16 root causes as we are still collecting data and will hold meetings with the schoolwide team in June and August. Priority problems are selected after careful data analysis. At grade level and PLC meetings, teachers analyze students' progress by utilizing district benchmarks, end of unit tests from Harcourt Trophies/Journeys and Everyday Math, running records, report card grades, and informal classroom assessments. Grade levels collaborate in PLC meetings to determine areas of most need. SRI testing is used to collect data. Analysis of PARCC scores will indicate in what areas students were weak. Data will continue to drive our instruction and identify our professional needs.

**Provide a separate response for each question.*

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them*

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Not yet determined	Not yet determined
Describe the priority problem using at least two data sources		
Describe the root causes of the problem		
Subgroups or populations addressed		
Related content area missed (i.e., ELA, Mathematics)		
Name of scientifically research based intervention to address priority problems		
How does the intervention align with the Common Core State Standards?		

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Not yet determined	Not yet determined
Describe the priority problem using at least two data sources		
Describe the root causes of the problem		
Subgroups or populations addressed		
Related content area missed (i.e., ELA, Mathematics)		
Name of scientifically research based intervention to address priority problems		
How does the intervention align with the Common Core State Standards?		

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . “

2015-2016 Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

**Use an asterisk to denote new programs.*

SCHOOLWIDE COMPONENT: Reform Strategies

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

****Use an asterisk to denote new programs.***

SCHOOLWIDE COMPONENT: Reform Strategies

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

****Use an asterisk to denote new programs.***

SCHOOLWIDE COMPONENT: Reform Strategies

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). *A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?

The review will be conducted internally by a school-wide committee consisting of district and school level administrators, parents, and teachers.

2. What barriers or challenges does the school anticipate during the implementation process?

We have moved from an RTI model to a traditional Basic Skills model, which may need a little transitioning time before becoming more effective. We are moving from Harcourt Trophies to Harcourt Journeys series in Grade 2 and next year grade 1 and Kindergarten. This transition may present some challenges initially but should lead to a more seamless transition between second and third grade. The movement (mobility rate) of students between buildings and in and out of district always presents a consistency problem. Truancy issues continue to impede consistent delivery of instruction.

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

The plan for 2014-2015 was developed in conjunction with representatives from all stakeholder groups. This ensured that the input from all stakeholders would be fairly represented. The plan will be presented at the opening day meeting and any questions or concerns will be immediately addressed. The plan will also be discussed with parents at the initial PTA meeting and they are encouraged to reach out to the school administrators throughout the school year about their individual concerns.

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?

SCHOOLWIDE COMPONENT: Reform Strategies

Surveys and individual interviews will be used to gauge the perception of staff members. Open feedback from all stakeholders

5. What measurement tool(s) will the school use to gauge the perceptions of the community?

Surveys, participation/attendance, and individual interviews will be used to gauge the perception of community members. All notes from any interactions with parents and community members.

6. How will the school structure interventions?

Struggling students will receive daily supplemental reading from basic skills teachers in grades 1-5. Students that struggle with math will receive 2-3 times weekly for 30 minutes. We will utilize a push in model for the entire morning for grades 1-3 during ELA time.

7. How frequently will students receive instructional interventions?

Students working below grade level will receive instructional interventions in reading daily for 30 minutes in addition to their regular classroom lesson. In math, students will receive supplemental pull-out math support 2-3 times weekly for 30 minute sessions.

8. What resources/technologies will the school use to support the schoolwide program?

Students have access to computers and SMART boards in all classrooms. In addition, Chromebooks will be utilized in grades 3-5 in preparation for PARCC testing. We also have, although limited, use of ipads especially for our students with autism. More Chromebook carts will be purchased this summer.

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

The school will utilize Fountas & Pinnell Running Records, Scholastic Reading Inventory, and PARCC scores to assess the effectiveness of the program.

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

Results of the schoolwide program evaluation will be shared with stakeholder groups at Faculty and PTA meetings. Local paper publishes results such as standardized tests and report card data.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

**Provide a separate response for each question.*

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

**Use an asterisk to denote new programs.*

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?
2. How will the school engage parents in the development of the written parent involvement policy?
3. How will the school distribute its written parent involvement policy?
4. How will the school engage parents in the development of the school-parent compact?
5. How will the school ensure that parents receive and review the school-parent compact?
6. How will the school report its student achievement data to families and the community?
7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III?
8. How will the school inform families and the community of the school's disaggregated assessment results?
9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?
10. How will the school inform families about the academic achievement of their child/children?
11. On what specific strategies will the school use its 2015-2016 parent involvement funds?

****Provide a separate response for each question.***

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	54	District level responsibility to recruit and retain HQ staff; competitive salaries; positive work environments; ongoing professional development opportunities for collaboration remain in effect.
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
	0	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	34	District level responsibility to recruit and retain HQ staff; competitive salaries; positive work environments; ongoing professional development opportunities for collaboration remain in effect. District now uses Insight program to hire Paraprofessionals.
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	0	
	0	

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
Salaries remain competitive to attract HQ staff. Staff members are empowered and have a greater sense of efficacy through the work they do in Professional Learning Communities.	District HR Director Dr. Joseph Rossi